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ABSTRACT

The curriculum model offered in this manual is designed to provide a framework within which teachers and administrators can manage an oral communication program. Following introductory discussions on defining terms, preparing statements of philosophy, and setting goals, sections of the manual contain information on the following topics: (1) the foundations of an oral communication program, such as the functions of communications, the delineation of communication competencies, and the types of communication situations on which the program should focus; (2) guidelines for management of the oral communication program, including time allotments, articulation, and administrators' responsibilities; and (3) guidelines for instruction, including classroom teachers' responsibilities, exemplary objectives with suggested activities, instructional grouping procedures, record keeping, and assessment of student progress. A bibliography contains lists of print resources, instructional pamphlets and textbooks on teaching listening, and audiovisual materials. Three appendixes provide a glossary of communication terms, suggestions for small group organization, and exemplary oral communication activities for content area teachers. (RL)

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A SUGGESTED MODEL FOR DEVELOPING A K-12 ORAL COMMUNICATIONS PROGRAM

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January 7, 1981

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ACKNOWLEDGEMENTS

The materials used to prepare this guide were gathered from many sources. The research assistance provided by the library staff in the Minnesota Department of Education was most beneficial.

The true value of the guide will not be determined until after local basic skills directors attempt to use it. It is anticipated that they will offer modifications and suggestions for improving the guide. With that thought in mind, a sincere thank you is extended to these educational leaders in many of Minnesota's schools.

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I. PREFACE

> To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination.
> (Albert Einstein)

Today, the spoken word is the most powerful medium of communication the world has ever known. People communicate for vocational growth, better understanding of human relationships, and endless kinds of information. Whenever oral communication takes place, responsibilities are placed both on a speaker and on a listener. Thus oral communication refers to both of the basic skills -- speaking and listening.

Until recently, little attention has been given to improving oral communication, the assumption being that children already know how to speak and listen effectively or that these abilities will be acquired naturally. Research has shown that children spend more time using oral communications than any other language activity, yet in most school curricula it receives the least amount of actual instruction time (Lobin 1963, Moffett 1976, Rankin 1926, Wilt 1958). Studies show that good oral communication habits may be greatly improved through training (Chomsky 1980, Devine 1976, Moffett 1976).

It is the teacher's responsibility to help children develop facility in oral communication. It is the administrator's responsibility to provide appropriate resources and help manage the program. Therefore, the purpose of this manual is to provide a framework within which teachers and administrators can implement and manage a program to meet the individual needs

of students. It is hoped that teachers will find this manual to be a practical guide and a stimulus to their creativity.

II. DEFINITIONS

Communication. Communication is a two-way process of sending and receiving, of speaking and listening, of writing and reading. The goal of communication is the transfer of meaning from a sender to a receiver.

In the publication entitled Some Essential Learner Outcomes in Communication (1977) published by the Minnesota Department of Education, communication is similarly defined as "a process of conducting the attention of the other person for the purpose of producing a replica of memories." (p. iii)

Communication Competence. Linguists use the term "linguistic competence" to refer to a person's knowledge of language. The term "communication competence" refers to a person's knowledge of how to use language appropriately in all kinds of communication situations. When students work to develop communication competence, they are concerned with putting language to work for themselves in the following ways: (1) enlarging their repertoire of communication acts; (2) selecting criteria for making choices from the repertoire; (3) implementing the communication acts chosen; and (4) evaluating the effectiveness of communication employed (Wood 1977). (See Section V for a full explanation of these communication competencies.)

> It is the province of knowledge to speak, and it is the privilege of wisdom to listen.
>
> (Oliver Wendell Holmes)

> When you talk you only say something that you already know -- when you listen you learn what someone else knows.
>
> (Unknown)

Language. Language was devised by man and is characteristic of man. It is symbolic and patterned, a vital part of human existence and the vehicle for expression of human thought. Language is personal, social, active, and functional. The child learns language because of the need to communicate. Then language makes it possible for a child to report, explain, describe, discuss, question, debate, socialize, converse, express, persuade, and evaluate -- to convey thoughts, feelings, and personality in oral and written form.

Language is the dominant fact in the human learning process and cannot be separated from thinking. The development of language parallels the development of cognitive skills. The child progresses from naming and labeling to perceiving and concept development and then to the higher level of reasoning -- the manipulation of concepts (Ray 1978).

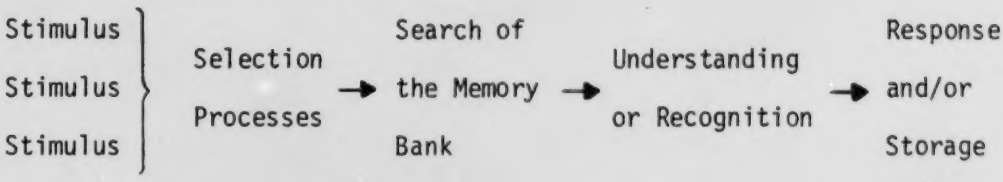
> Professor Ernest Brennecke of Columbia is credited with inventing a sentence that can be made to have eight different meanings by placing the word "only" in all possible positions in the sentence: "I hit him in the eye yesterday."
>
> The teacher placed this sentence on the blackboard. "I didn't have no fun over the weekend." "Now, how could I correct this?" she asked the class.
>
> Larry stood up and said, "Get a date!"

Listening. You cannot listen to anything without paying attention to it. In general, you are constantly operating in a process of selecting one stimulus from all the other stimuli clamoring for your attention, handling that stimulus to your own satisfaction (either storing it for future use or making some overt response to it), and then turning to another. You will attend to the stimuli in serial order, that is, one at a time.

Once a stimulus has been selected, it is said to have your attention. You become aware of it and "handle" it. Handling consists of instituting a search of all or part of the memory to find where the stimulus "fits." Each stimulus pattern has characteristics and a search of part of the immense bank of the brain is instituted to find the area in which are stored memories of other stimuli with a similar pattern.

Once a match is made, you become aware of the "meaning" of the stimulus, because you know the meaning of the category in which it fits. The selection and search processes are not affected by whether or not you make an overt response. You decide this after you have found or fail to find a match. Whether you respond overtly or merely store the data, you must give the response act your attention too. Weaver's diagram of the listening process is found below (Weaver 1972).

A Diagram of the Listening Process



> There is an old saying that not only is a good listener popular, but after awhile he knows something.
>
> (Unknown)
>
> Talk to a man about himself and he will listen for hours.
>
> (Disraeli)

Speaking. Aside from the content of what is said, which is always of primary importance, good speech is pleasing to the ear and produced with

ease and confidence. It is rhythmic, free from many hesitations, repetitions, and interruptions, and produced at a suitable tempo and volume for the content and the audience, with all sounds clearly articulated and distinctly enunciated.

Effective oral expression is taught and developed through attention to these factors: (1) the speech skills -- the production of sounds accurately and easily; the control of the voice in matters of audibility, flexibility, and quality; and the use of correct intonation, suitable tempo, and good phrasing; (2) all physical factors related to the act of expression; and (3) the situations in which one has the need to speak.

> Talking and eloquence are not the same: to speak, and to speak well are two things. A fool may talk, but a wise man speaks.
> (Ben Johnson)

> So these parents are worried sick about their little boy -- eight years old and he hasn't spoken a word. One day he looks up at breakfast and says: "Could I have a little more sugar in my oatmeal?" The parents are dumbfounded. Hysterically they cry: "You spoke! You said something! Tell us, why have you waited all these years?" The little kid shurgs his shoulders: "Up till now, everything's been okay."

Nonverbal. Nonverbal is about communications but not with words. Human beings do communicate with words, but also with body movement, facial expression, gestures, and a variety of other nonverbal cues. Some experts contend that three-fourths of our communications is transmitted nonverbally.

People tend to believe the nonverbal message which is most frequently sent, received, and interpreted below the level of conscious awareness (Stewig 1979).

Actions speak louder than words.

(English Proverb)

When words fail to communicate, the arts will.

(Hans Christian Anderson)

III. PHILOSOPHY

A philosophy is a necessary component of any program being developed in a school. It represents the value system of the administrative unit. It is the unifying series of ideas that provide direction and thus facilitates the development of programs. It should designate how a school or school district knows what to purchase and make; what to believe in and what actions to carry out. These educational ideas should never remain static, but always be open to modification, adaptation, elimination, or addition. However, changes should be arrived at by consensus of the staff and not by the individual teacher.

A philosophy should be a unifying system of educational ideas which would facilitate curriculum development and educational planning in a school or school district. It should provide the impetus for purposeful changes (if needed) for instructional improvements. It should encourage the decentralization of administrative activities and eliminate divergent strands in a curriculum. It can serve as a basis for developing community pride and should help open channels of communication between professional personnel and the citizens.

All too often "philosophy" is seen as a set of vague and ponderous abstractions -- mushy generalizations having no connection with day-to-day realities. The opposite point of view is taken here. Statements of philosophy should clarify what goes on in classrooms and communicate fundamental beliefs about children, learning, grading, language -- the nuts and bolts of a program. If teachers believe, for example, that processes of

language and concept development take precedence over arbitrary grade level expectancies, they probably ought to say so; the same holds true, of course, for more specific issues. A section on philosophy is a place to use an authentic, intelligent voice and to make a public stand, not a place to obscure the obvious. Clarity is of the essence.

The following philosophy statements were created by a group of Minnesota educators.

We believe that:

Oral communication behaviors are vital for a student's success in vocational, avocational, and individual relationships.

Oral communication behaviors of students can be improved by direct instruction.

Oral communication programs should provide instruction based on a coordinated developmental continuum of behaviors K-12.

Oral communication behaviors are developed by students at different rates.

Oral communication instruction should be a clearly identified part of a well managed K-12 program.

Oral communication instruction should emphasize the interactive nature of speaking and listening.

Reinforcement of appropriate oral communication behavior is the responsibility of every staff member.

Oral communication behaviors of teachers should always provide good models for students to emulate.

It is assumed that these philosophy statements may be modified and additional statements will be considered to reflect the beliefs of the individual school staffs.

What we need is not the will to believe, but the wish to find out, which is the exact opposite.

(Bertrand Russell)

Acceptance of others is that quality which, if you don't have, you're done teaching before you start.

(Unknown)

IV. GOALS

One of the first phases of the curriculum development process is goal setting to establish priority and direction for the total program.

Goals are defined as ends toward which a program should be directed and planned. They are general and timeless in that the statements are not concerned with specific achievement within a specific time period, nor is any measurement of accomplishment specified.

Giving a school staff the opportunity to engage in goal setting activities will achieve three things:

(1) The identified goals are determined by the group. Thus, the group has ownership of them.

(2) The goal setting activities provide opportunities for problems to surface and to be resolved by consensus.

(3) Staff participation in the goal setting activities will contribute to a stronger bond among group members.

The following goals are suggestions obtained from writings of Wood (1977) and Moffett (1976).

Sample Goal Statements. Students will be expected to develop oral communication skills and to demonstrate competence in verbal and nonverbal forms of communication.

Through the development of these skills:

-- Students' repertoire of communication acts will be expanded.

-- Students will be able to identify and better discriminate the criteria they use in choosing communication acts.

-- Students will be able to implement their selections in diverse situations.

-- Students will be able to evaluate their interpersonal effectiveness (Wood 1977).

Additional goals such as the following might also be considered:

-- Enlarge to its fullest the range of *what* one can conceive, transmit, and respond to and of *how* one can conceive, transmit, and respond.

-- Become familiar with all roles -- sender, receiver, subject -- and with the varying distances and relations among them -- communicating to oneself, to known individuals, remote audiences, for example, or communicating about oneself, first-hand subjects, abstract subjects, and so on.

-- Expand to the maximum the repertory of language resources one can employ and respond to -- from vocabulary and punctuation, phrasing and sentence structure, to style and dialect, points of view and form.

-- Expand to the maximum the range, depth, and refinement of the inborn thinking operations -- classifying, generalizing, inferring, and problem-solving (Moffett 1976).

You must have long-range goals to keep you from being frustrated by short-range failures.

(Charles C. Noble)

"Would you tell me please, which way I ought to go from here?"
"That depends a good deal on where you want to get to," said the Cat.
"I don't much care where," said Alice.
"Then it doesn't matter which way you go," said the Cat.

(Lewis Carroll)
Alice in Wonderland

V. ORAL COMMUNICATIONS IN THE K-12 PROGRAM

Communication functions have been chosen as the organizing principle for oral communication instruction on the strength of the belief that such functions comprise the dominant uses of communication in contemporary life. These functions include: (1) controlling; (2) feeling; (3) informing; (4) ritualizing; (5) imagining. The categories were determined mainly from the work of Wells (1973) and they are interactive (speaker/listener) in nature. Realistically, an utterance as a conversation may serve a number of functions simultaneously. The instructional task is to determine what communication acts children can use effectively and to allow children opportunities for practicing these communication acts thereby, improving communication effectiveness (Wells 1973).

Communication competence refers to a person's knowledge of how to use language appropriately in all types of communication situations. We, as educators, must work to develop the communication competence of our students by helping them to: (1) enlarge the repertoire of communication acts; (2) the ability to select the appropriate strategy from the repertoire (e.g. participants, time, place, etc.); (3) implement the communication acts/behaviors they choose; and (4) evaluate the effectiveness of the communication they employ (Wood 1977).

A participatory classroom environment is visualized in which children are given the opportunity to experiment with communication acts which are important to them. Teachers operating from this perspective must be sensitive to the communication needs of their students and must be capable of

structuring learning environments which promote rather than constrain student involvement.

A. Functions of Communication

The categories selected identify five large families of communication functions which comprise the dominant uses of communication in contemporary life.

The five communication functions are as follows:

(1) Controlling. These are communication acts in which the participants' dominant function is to control behavior. For example, commanding, offering, suggesting, permitting, threatening, warning, prohibiting, contracting, refusing, bargaining, rejecting, acknowledging, justifying, persuading, and arguing.

(2) Feeling. These are communication acts which express and respond to feelings and attitudes such as: exclaiming, expressing a state or an attitude, taunting, commiserating, tale-telling, blaming, disagreeing, and rejecting.

(3) Informing. These are communication acts in which the participants' function is to offer or seek information. For example, stating information, questioning, answering, justifying, naming, pointing out an object, demonstrating, explaining, and acknowledging.

(4) Ritualizing. These are communication acts which serve primarily to maintain social relationships and to facilitate social interaction, such as greeting, taking leave, participating in verbal games (pat-a-cake), reciting, taking turns in conversations, participating in culturally appropriate speech modes (for example, teasing, praying, punning, playing the dozens), and demonstrating culturally appropriate amenities.

(5) Imagining. These are communication acts which cast the participants in imaginery situations and include creative behaviors such as role playing, fantasizing, speculating, dramatizing, theorizing, and storytelling (Wood 1977).

B. COMMUNICATION COMPETENCIES

When people work to develop communication competence they are concerned with "putting language to work" for them in the following ways: (1) enlarging their repertoire of communication acts; (2) selecting criteria for making choices from the repertoire; (3) implementing the communication acts chosen; and (4) evaluating the effectiveness of communication employed.

REPERTOIRE OF COMMUNICATION ACTS

To be effective communicators individuals must be flexible actors. They must be able to perform a range of communication acts required by the conversation, the people, the setting, and the task-at-hand. Our repertoire goal is to expand the repertoire of communication acts which individuals can employ in communication situations.

SELECTION CRITERIA

Communication effectiveness is based on the appropriateness of what people say. The competent communicator carefully weighs the factors of the communication situation: (1) the participants -- the people involved in communication; (2) setting -- the time and place of the communication event; (3) topic -- the subject matter of communication; and (4) task -- the goal or purpose of communication. Our selection goal is to provide an opportunity for students to identify and sharpen the criteria they use in choosing communication acts.

IMPLEMENTING CHOICES

Once people have made communication choices for a particular situation, they must possess skills to carry their choices into action. If they have decided that a carefully phrased suggestion, coupled with several justifications, is appropriate for a sister who is in a real jam, they must be prepared to execute that communication plan. Our implementation goal is to offer students a variety of situations helpful in giving them practice in implementing their choices of communication acts in situations.

EVALUATING COMMUNICATION

People must evaluate their communication in terms of its appropriateness to the communication context and its satisfaction to themselves and others. Judgments of message effectiveness use feedback from others as well as information from personal experiences. By evaluating each encounter in terms of appropriateness and satisfaction, we gain valuable information (criteria) for future conversations with others. The evaluation goal, then, is to provide opportunities for students to

sharpen their critical awareness of self and others in moments of communication interaction ("Did my plan work?" "What would probably happen?" "How did the other person probably feel?") (Wood 1977).

While communication competence has four principal features -- repertoire, selection, implementation, and evaluation -- this does not mean that it has four steps in an ordered sequence. All aspects of competence may be operative in every moment of communication. Rather, each of these four aspects provides a different focus for viewing the development of the student's communication competence -- that is, each focuses attention, pedagogically, on different kinds of instruction intervention.

C. Types of Communication Situations

Oral communication occurs in a near infinite number of situations. These situations may be generalized in four organizational patterns. Teachers are encouraged to provide sufficient dyadic and small group experiences before expecting or requiring a student to present individually to the whole class.

(1) Dyadic Interaction. Two-person communication which is characteristic of close proximity, exchange of meaning through receiving and sending of verbal and nonverbal messages, and an understanding of the content of the intended communication stimulus is accomplished.

(2) Small Group Communication. When three or more members of a group exchange verbal and nonverbal messages, they may influence one another, derive satisfaction from maintaining membership, interact for some purpose, assume specialized roles, are dependent on one another, and communicate face to face.

Some types of groups in this category are: primary, casual or social, problem-solving, learning, work, and therapeutic.

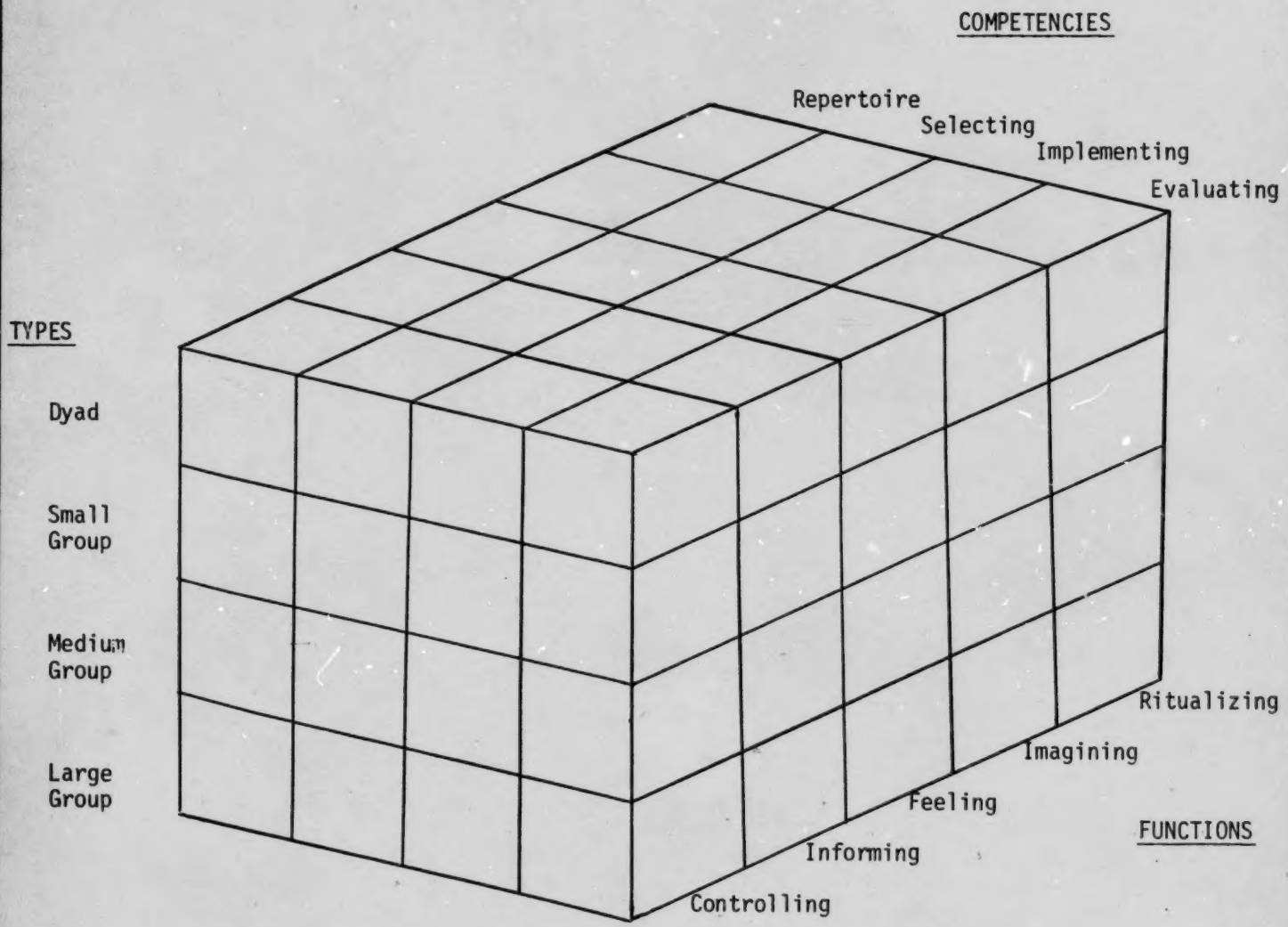
(3) Medium-Size Group. A classroom of individuals interacting for any of the above purposes in an informal, familiar non-threatening environment.

(4) Large Group. Total school-size group to interact for specific purposes as conducting a meeting, giving announcements, sharing information, dramatizing, or pep fests.

A. Public communication: Occurs in "public" rather than "private" places, that is, in auditoriums, classrooms, and other large group settings. It is a pronounced social occasion as opposed to a relatively informal, unstructured occasion. There is usually an agenda. Some people are designated to perform certain functions. There are behavioral norms that are relatively clearly defined.

B. Mass communication: The most formal and usually most expensive type. Sometimes requires the efforts of hundreds of people, months of preparation, and millions of dollars. Opportunities for feedback are severely limited. The events of mass communication involve media -- radio, TV, newspapers, books, film, etc. This type may be characterized by the size and nature of the audience rather that of its medium. The audience is relatively large, heterogeneous, and anonymous to the source. The communication experience is usually public, rapid, and fleeting. The message may represent efforts of many individuals.

ORAL COMMUNICATION MATRIX



VI. GUIDELINES FOR MANAGEMENT OF THE ORAL COMMUNICATION PROGRAM

A. Establish and Implement a Standards of Excellence

To implement an effective oral communication program, a criteria of excellence should be adopted to develop and maintain the standards necessary for communication competence. A quality oral communication program is identified by certain criteria. It is by these criteria that the Basic Skills Advisory Committee of the local education agency may evaluate the existing program. By comparing what currently is to what should be, existing strengths may be identified, weaknesses noted and voids detected. From such a process, needs may be established and priorities ordered.

The suggested list of criteria was generated by the Basic Skills Unit of the State Department of Education in accordance with their beliefs of the necessity of a criteria for developing and maintaining a high quality Basic Skills Program.

Historical Overview of the Development of the Standards of Excellence

1972 -- Minnesota Right to Read Advisory Council

1975 -- Minnesota Revised, Right to Read Advisory Council

1979 -- Basic Skills Ad Hoc Committee to Develop Standards of Excellence

Pat Moran -- State Basic Skills Supervisor
David Dye -- State Math Specialist
Alton Greenfield -- State Reading Specialist
Mark Youngstrom -- State Communication Specialist
Jim Arnott -- Regional Basic Skills Specialist
Mary Jo Erickson -- Regional Basic Skills Specialist
Harold MacDermot -- Regional Basic Skills Specialist

1980 -- Basic Skills Specialists - Revised Standards of Excellence

Doug Sorenson	-- Regions 1 & 2 (northwest)
Miles Holets	-- Region 3 (northeast)
Carl Johnson	-- Region 4 (west central)
Fred Landis	-- Region 5 (north central)
Harold MacDermot	-- Regions 6 & 8 (southwest & west central)
Gary Herman	-- Regions 6 & 8 (southwest & west central)
James Arnott	-- Region 7 (central)
Mary Jo Erickson	-- Region 9 (south central)
Dorothy Arko	-- Region 10 (southeast)
Marlys Peters	-- Region 11 (metropolitan)
Janet Nuckles	-- Region 11 (metropolitan)
Pat Moran	-- State Basic Skills Supervisor

Standards of Excellence for an Oral Communication Program

The following standards are applicable in the development and maintenance of an effective oral communication educational program from kindergarten through twelfth grade.

(1) Commitment is made by the local governing board to support a program in oral communication.

(2) A local basic skills director, who has authority, responsibility and time for program development and maintenance is identified.

(3) There is a philosophy that supports student achievement.

(4) Administrative and instructional support is provided for committees to coordinate program planning, implementation, and evaluation.

(5) Expectations for student achievement are identified.

(6) Selection and/or development of curriculum materials is consistent with the philosophy.

(7) Materials will reflect the races, cultures, and sexes in our society.

(8) Students are placed in the curriculum at their instructional level.

(9) Provisions within the program accommodate students of all ability levels.

(10) An interdisciplinary responsibility for skill development is promoted by all staff.

(11) An instructional commitment by staff is made to student learning and mastery teaching. Criteria for mastery may be predetermined by staff and will be measured often by the teacher's observation.

(12) Schools are organized to provide for continuous progress.

(13) A comprehensive evaluation system, including criterion-referenced instruments is used to determine student achievement.

(14) A record-keeping system is used that identifies individual pupil learning.

(15) A public information system is established for reporting to students, parents, and community.

(16) Continuous inservice for all personnel is a component of the program.

B. Location in the School Curriculum

Defined by communication concepts, language arts is a set of two productive and two receptive activities -- speaking and listening, reading and writing. Despite some innovation, the language arts curriculum does not yet reflect an equal balance among the four activities. It is heavily biased against the productive activities of speaking and writing, against oral comprehension and composition. Not only does it favor receptive activities -- in particular, reading and the examination of literature -- but it fills the curriculum with information about language that cannot be justified in teaching speaking, listening, reading, and writing. James Moffett states:

> "Although composing and comprehending, encoding and decoding, are equal as goals, they are not treated as equals in the conventional language arts curriculum. One obvious reason for this imbalance is that students' production of discourse cannot be uniformly programmed, processed, and tested the way that material fed into students can be. Producing language is more difficult to learn to do because it is more creative than receiving language. By the same token schools find it harder to teach" (Moffett 1976, p. 17, A Student-Centered Language Arts and Reading, K-13).

At the secondary level, language arts or English should be a kind of intellectual "homeroom," where the student can see the totality of his symbolic life. It is the one place where all forms and content can be learned in relation to each other -- the fictional and the actual side by side, comprehension and composition as the reverses of each other, spoken and written speech interplaying, language competing with and complementing other media. If the rest of the curriculum is to be divided up mostly by topics, then language arts must be not only the guardian of literature but the patron of general communication process. Students need this intensive but comprehensive focus on symbolization so that they will be generally sophisticated speakers, listeners, readers, and writers in the topical subjects. In this broader sense, language arts might indeed act as a service course to other courses.

Integration of speaking, listening, writing, and reading with the language arts should only be considered as the first step. The next step is improved communication throughout the entire curriculum. The reason for developing communication skills is to enhance the giving and receiving of thoughts, ideas, and information in all aspects of living. When we talk, read, listen, and write it is inevitably about something. As the content of the whole curriculum becomes this "something" both language skills and understanding of content benefit.

C. Time Allotments

Listening and speaking are the most extensively used skills by students throughout their academic and adult life. When teachers help students

improve their abilities they can do so with confidence that they are preparing students for the "real world."

Findings from research are available which indicate between 60 and 75 minutes of work time a week are necessary and sufficient for a spelling program to be successful. Research to support this type of decision regarding listening and speaking has not been conducted. However, drawing from knowledge about learning theory and the research that has been conducted, the following recommendations can be made. Elementary students should have the opportunity at least three times a week to engage in structured speaking and listening activities whereby the primary objectives are to strengthen (see Mark) their skills in those areas. Junior and senior high school students having completed the elementary program should receive a speaking and listening unit to refine their skills at the beginning of each new school year. In addition, they should have the opportunity to participate in a structured speaking/listening activity at least once a week in a variety of curricular areas. By the end of the year, then, students will have had the opportunity to apply their speaking and listening skills in science, art, social studies, music, home economics, etc.

Good teachers know that concepts and skills once learned by students must be periodically reinforced or they suffer from atrophy. Teachers remind students to apply spelling, handwriting, and notetaking skills in new situations. They also should learn to remind students to practice their speaking and listening skills as well.

The time required to complete listening and speaking activities varies greatly depending on the activities and the number of students involved. Thus, it is inappropriate to suggest a specific number of minutes per week and more appropriate to recommend the frequency for conducting speaking and listening activities. If teachers remember that speaking and listening are the "basics" of the language arts program and the foundation upon which the other language arts skills are built, they will not have problems finding the time for oral communication activities from the already limited amount of time they have available for the language arts.

D. Articulation

A good oral communication program is one that is coordinated throughout the K-12 curricula and is not limited to language arts exercises.

Teachers must recognize two considerations:

(1) Oral communication is interrelated with the other language arts of reading and writing. Taught properly oral communication fuses and blends with other language processes and they become one.

(2) Oral communication is the dominate mode of learning. It occurs throughout the school day and is fundamental to comprehending every subject. In all subjects, the students are challenged to apply oral communication competencies that were introduced in the language arts classrooms. Because students always have occasion to use oral communication components to explain ideas, describe feelings and express values, all teachers are responsible for setting standards and maintaining oral communication competencies.

While all teachers are responsible for maintaining oral communication competencies, it is the major responsibility of the language arts/communication teacher to evaluate the oral communication program and its effectiveness.

E. Administrators' Responsibilities for Managing the Program

Administrators' responsibilities in regard to the local basic skills director:

(1) Assist in allocating and procuring resources -- time, space, personnel, and materials -- necessary for the program.

(2) Allow local basic skills directors time, authority, and responsibility to implement the program.

(3) Assist the local basic skills director in arranging inservice time, dates, and location.

(4) Provide opportunities for the local basic skills director to visit classrooms to observe the teaching of oral communication activities.

(5) Provide opportunities for the local basic skills director to demonstrate oral communication activities in classroom situations when requested.

(6) Allow the local basic skills director to observe other oral communication programs.

(7) Allow the local basic skills director to attend regional meetings relative to job responsibilities.

(8) Be available for periodic meetings with the local basic skills director.

(9) Take responsibility for compiling data and writing reports from material supplied by local basic skills director and teachers.

Administrators' role in regard to the classroom teachers:

(1) Be continually informed about the implementation of the program.

(2) Become positively, actively involved in the program.

(3) Encourage and support involvement in the program.

(4) Monitor student progress in the program.

(5) Visit classes to observe the teaching of oral communication activities.

(6) Allow time at faculty meetings for the staff to share ideas and concerns about the program.

(7) Model good communication skills.

Administrators' role in regard to parents and the community:

(1) Publicize the initial implementation of the oral communication program.

(2) Clarify and emphasize goals of the program whenever appropriate.

(3) Make periodic progress reports.

(4) Share the year-end report.

Additional responsibilities should be added when identified by local staff.

"Whatever success or failure the oral communication program may meet with in the future, the principal will be the key -- the guardian of the process."

E. K. Waters, "How Do Principals Feel About the Basics?" Elementary Principal, October, 1977.

F. Local Basic Skills Directors' Responsibilities for Managing the Program

School districts involved in the Minnesota Basic Skills Program have identified a local basic skills director to assist the administration and staff to implement the program. Basic Skills legislation identifies the following areas for which the local basic skills director should have some responsibility:

(1) Assessment of local basic skills program.

(2) Planning a comprehensive basic skills program.

(3) Investigate alternative methods of implementing the basic skills program.

(4) Inservice staff in basic skills instruction.

(5) Assessment of the basic skills needs of pupils.

(6) Selection of instructional materials.

(7) Evaluation of pupils' progress in acquiring skills.

G. Evaluate the Program and Publicize a Progress Report (P.E.R.)

A good oral communication program is one that is coordinated throughout the curriculum. Therefore, all teachers are teachers of oral communication. However, the major responsibility for the oral communications program should be assumed by the language arts teachers to measure the impact of the program. The two components needing evaluation are:

Practices (Methodology)

(1) Were changes evident in the instructional program by which lessons were planned based on the child's interest, earlier experiences, and needs?

(2) Were classroom conditions maintained to provide an atmosphere conducive to a good oral communication program?

(3) Was student progress recorded and reported according to procedures established for the oral communication program?

Program

(1) Were opportunities provided for students to develop oral communication competencies in all five functions?

(2) Were opportunities provided for students to experience oral communication acts in the four organizational patterns (dyad, small group, medium-sized group, large group)?

(3) Were activities adapted to accommodate various learning rates?

(4) Did attitudes about oral communication become more positive among (a) staff; (b) students?

(5) Was there improvement in the district's profile as measured by the Criteria of Excellence?

(6) Were oral communication activities correlated with all subject areas at all grade levels?

Additional evaluation topics should be added to this list to meet the needs of the local schools.

The results should be made available to the school board, clients, and community at large in an easily understood form.

VII. GUIDELINES FOR INSTRUCTION

A. Classroom Teachers' Responsibilities for Implementing the Oral Communication Program

Classroom teachers' responsibilities for implementing the oral communication program:

(1) Adopt specific written performance objectives for the oral communication curriculum.

(2) Diagnose the needs of their students related to these objectives.

(3) Correlate materials to these objectives.

(4) Provide for different levels of instruction and learning rates.

(5) Use an evaluation system in agreement with the program.

(6) Establish standards for good oral communications with students and encourage their adoption.

(7) Be able to verbalize about the oral communication program to the administration and parents.

(8) Be aware of how much they "talk."

(9) Encourage students to ask pertinent questions and always give positive responses.

(10) Be aware of and be able to interpret nonverbal communications in the classroom.

(11) Be aware of personal mannerisms that may be distracting to students.

(12) Communicate and cooperate with other teachers.

(13) Recognize the necessity of grouping students for instruction according to their abilities.

(14) Model good communication skills.

Additional responsses should be added when identified by local staff.

B. Exemplary Objectives with Suggested Activities

The following are model objectives and activities related to the competencies identified previously in the goal statements.

It is suggested that a student on the primary or intermediate level should experience at least three oral communication situations a week in a variety of functions. Students at the secondary level should experience at the minimum one oral communication situation in each content area class each week.

The students should also have an opportunity to discuss their competency in each situation to evaluate the level of effectiveness of choosing from their repertoire, and selecting and implementing their chosen message.

Primary Level

Objective

Students will be able to select from their repertoire of descriptive words, those which help other students successfully identify objects or things.

Activity: The Secret Box

Primary Function: Informing

Type of Situation: Dyad, Small Group

Materials: A medium-sized box in which objects of different shapes, sizes, and textures should be placed. A hole should be cut in the top of the box and should be large enough to facilitate easy access to the objects while discouraging peeking.

Procedures: Set aside a number of items for use in the box. Place one object inside the box in a secret manner so that no one sees, including the first volunteer. Ask the children to take turns coming up to the secret box, feeling the object without peeking, and describing what they feel (is it soft or hard, round or square, furry or scratchy).

After each child's description, have the other children ask questions about the object. Continue until the children guess what the object is. Repeat steps two to four for each subject.

Questions/Follow-Up:

(1) What are some of the different words we used to talk about the objects in the box? (R)*

(2) Was the first word you used a size word? A color word? What kind of word was it? (S)

(3) Did it help to use more words in getting someone to guess the object in the box? (E)

(4) If you wanted others to guess what this was again (show one object again), which words would you use this time? (I) Why would you use these words? (E)

(5) What kind of questions were best to guess what was in the box? (E) (Wood 1977)

*(R) Repertoire; (S) Selecting; (I) Implementation; (E) Evaluation

Activity: Space Pet

Primary Function: Imagining

Secondary Function: Feeling

Type of Situation: Small group, medium group -- a suggested alternative would be to have students work in dyads and take turns questioning each other about their space pets.

Materials: A large piece of poster board and red and blue markers.

Procedures: Introduce the space animal, "Swuggy." Draw a picture of it on the poster board with a red marker, and then say: "The animal is a red fuzzy little creature that talks to us in a high little voice. The animal is the size of a cat and has three stubby legs, two little ears, three big eyes, a cute little nose, and a smiley mouth." Ask what the animal might say to us, since the animal can talk. Ask them to decide the sex of Swuggy. Suggest that the animal is very lonely in outer space and needs to be told nice things. "How could you tell Swuggy that you really love him or her?" Have the children take turns saying how they'd talk to Swuggy. Repeat steps one to four for "Gogo," an ugly but lonely blue creature from outer space. Use a blue marker, and ask the children to help you draw the animal.

Questions/Follow-Up:

(1) How many different ways did we figure out to talk to Swuggy? (R)

(2) If you were to talk to Gogo, what would you say to it to make it

feel good, even though it's awfully scarey looking? (I)

(3) Would you talk to it in the same way you would talk to Swuggy? (S)

(4) What would Swuggy say back to you to tell you he or she likes what you said? (E) (Wood 1977)

Intermediate

Objective:

After participating in several small group activities the student, when shown a picture of a situation (confrontation, sharing, etc.), can provide a dialogue and explain why it will be successful.

Activity: This Kid Is Messing with Me

Primary Function: Feelings

Type of Situation: Small group, medium group

Materials: Blackboard, chalk, pencil and paper for each student.

Procedure: Ask the students what exactly do they mean when they say, "He's/She's messing with me." Make a list of responses. Then ask, "Why do you think people 'mess' with you?" Make a list of the responses. Ask the students to write one response, on their paper, telling what they would do if someone was "messing" with them on the playground during lunch hour. Make a list of these responses on the board.

Questions/Follow-Up:

(1) Notice the many different ways to respond to this situation. (R)

(2) Of these, which ones do you think are good? (S) Why? (E)

(3) Which of these good ways is the best? (S) Why? (E)

(4) Of the bad ones, which one is the worst? (S) Why? (E)

(5) What do you think the person would say back to you if you did . . .
   a. Pick a "bad" one from the list and let the children respond.
   b. Pick a "good" one from the list and let the children respond. (I)

(6) What is an effective way to handle the situation so that it will not happen again? (S) (E) (Moore and Bailey 1980)

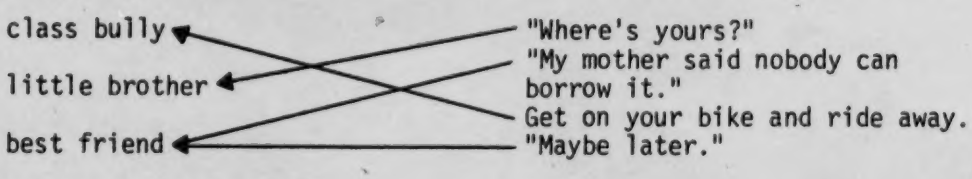
Activity: My Bike

Primary Function: Controlling

Type of Situation: Small group, medium group

Materials: Chalkboard, pencil and paper for each student.

Procedure: Give the students a situation and ask how they would refuse someone's request. For example, they could describe ways they would refuse someone's request to use their bicycle. Compose a large class list of various ways of refusing. After students list all of the possibilities provide them with a list of individuals and ask them to choose and write on a piece of paper a refusal strategy which they think will work best with each person on the list. For example:



Questions/Follow-Up:

(1) How many different ways to refuse were mentioned on the class list? (R)

(2) Of these, which ones were used for the class bully? The little brother? Best friend? (R, S) Were there more ways to refuse one person than another? (S, I) Why would that be? (E) (Moore and Bailey 1980)

Secondary

Objective:

Students will be able to choose the ritual behaviors necessary for effective communication in a formal student/adult dyad. (i.e. interviewing for a job; with an admissions counselor; with the school principal or counselor)

Activity: Getting Your First Job

Primary Function: Ritualizing

Type of Situation: Dyad

Procedures: Discuss the following: Have you ever been interviewed for a job? What is the purpose of such an interview? What type of impression would you try to give? Make a list of possible interview behaviors. Discuss which of these are rituals. For example, shaking hands. "Won't you be seated?" taking turns speaking, asking and answering questions

rather than conversing, "Thank you for coming in." Divide the class into pairs; one member is the interviewer, one the interviewee. Allow ten or fifteen minutes for the pairs to prepare questions and answers. Bring the group together and role play one or two of the interviews. Discuss each on the basis of openings, closings, manner in which questions were asked or answered, and amount of information obtained.

Questions/Follow-Up:

(1) How did the interviews begin and end? What rituals did we see? (R)

(2) Would other strategies have been better, or were these rituals helpful? (S, E)

(3) How do you know when a greeting, or other phrase or action is a ritual and when it isn't? (S, E)

Activity: Conference with Counselor and/or Principal

Primary Function: Ritualizing, Imagining

Type of Situation: Dyad

Counselor

Procedures: (questions/follow-up are incorporated into the procedures).

A student comes to you after receiving word that he did not get the part-time job for which he recently interviewed. As he talks about the interview, you are led to believe much of his failure to get the job may have been due to his ineffectiveness in preparing for and participating in the interview situation. While you want to help him learn from his experiences, you realize he may not be receptive to you telling him what he did wrong. Below are examples of the kinds of questions you may want to pursue to help him become more competent in the interviewing situation.

(1) "Let's talk about interviewing generally."

a. Do you think how one dresses for an interview makes any difference in whether he gets the job or not? How might it make a difference? (E)

b. How should one dress to make the best impression? (E) Why? (S) (R) What kind of appearance might make a bad impression? (E) Why? (S)

c. Would it be of any help to prepare for the interview by finding out things about the company and the job in advance? (E) How would this help? (S)

d. What specific things might one want to know about the company and the job before the interview? (R)

(2) "Let's talk about your interview.

a. Do you think the way you were dressed had any effect on your not getting hired? Why or why not? (E) (S)

b. Do you think you were as prepared as you could have been? That is, is there any information about the company or job which, if you know it in advance, might have helped you? (S) How could you have learned this information before the interview? (S)

c. Was there anything you did or said in the interview which may have given the interviewer the wrong impression of you? (E) What? (R)

d. Thinking back about the interview, is there anything you should have done or said differently or anything you should have said but didn't? (E) What? (R) How might these things have helped you? (S)

(3) To help him gain more experience in implementing some of the strategies discussed in 2c. and d. above, you may encourage him to role play an interview with you, in which he tries to exhibit all the positive behaviors he identified above. (I)

Principal

Procedures: (questions/follow-up are incorporated into the procedure).

A student comes to you wanting to drop a course because her instructor requires too much work, doesn't explain things well and puts students down

when they ask questions. Realizing this is not a viable solution at this time and that the student will not be responsive to your solutions, how can you help the student develop an appropriate solution? What questions would you ask?

Below are examples of the kinds of questions you might ask for purposes of expanding the student's competence in responding to situations of this nature:

(1) Do you think dropping the course is the best way of solving this problem? (E) Why? (S) What might be some disadvantages of this approach? (S, R)

(2) What are some other things you might try? (R)

(3) Which of these do you think might work best? (E) Why? (S)

(4) Why don't you try this approach (developed in 3 above) and let me know how it works out? (I) (Moore and Bailey 1980)

Scheme for Oral Communications

(1) Students must have ample opportunities to participate in communication situations in all of five functions.

(2) The success of the students' performance must relate to his/her ability to select, implement, and evaluate from his/her repertoire.

(3) Each planned communication act should follow a sequence as illustrated below.

ORAL COMMUNICATION SCHEMA

Situations	Levels of Selectivity	Functions	Competencies
dyad	informal	controlling	repertoire
small group	↓	informing	selection
large group		feeling	implementation
public/mass	formal	imagining	evaluation
		ritualizing	

Guidelines for Preparing Activities

Below are the kinds of questions one should ask about an activity to be used for developing communication competence. The more all of the questions can be answered positively, the more effective should be the activity in developing the students' communication competence.

(1) Repertoire. Does the ACTIVITY provide an opportunity for the students to observe a range of communication behaviors (acts) relevant to the objective of the activity? (Within limits, the wider the range of relevant behaviors they can observe, the better.)

(2) Selection. Does the ACTIVITY provide an opportunity for the students to select behaviors they judge as appropriate for the situation?

Does the DISCUSSION/FOLLOW-UP help the students understand why the behaviors were selected and why other behaviors were not selected? That is, do the questions help the students identify how such factors of the communication setting as the participants, the setting, the topic, and the goal of the message influence the choice of behavior?

(3) Implementation. Does the ACTIVITY provide an opportunity for the students to implement the behaviors they have selected?

Does the DISCUSSION/FOLLOW-UP provide the students with an opportunity and encourage them to implement their selected behaviors? (This is especially important if the activity did not require implementation, if all students did not have an opportunity to implement during the activity, or if some students selected not to implement. When possible and appropriate, each student should have some opportunity to implement his/her personally selected behaviors, either during the activity or during the "Discussion/Follow-Up.")

(4) Evaluation. Does the ACTIVITY provide a sufficient basis for the students to make sound judgments about the effectiveness of their communication behavior? (The wider the range of behaviors revealed through the activity and the more opportunity the activity provides to implement and select, the stronger should be the basis for the students' evaluation.)

Does the DISCUSSION/FOLLOW-UP provide the students with an opportunity to objectively evaluate their behavior, including the appropriateness of their criteria for selection and the effectiveness of their implementation?

The perspective implied by the foregoing questions suggests that the best activity is usually that which enables at least several, if not all, of the students to perform behaviors relevant to the objective of the activity. Performance requires selection and implementation. Without performance, the students will be unable to evaluate their <u>own</u> selection and implementation of behaviors.

However, this does not eliminate activities (e.g., modeling) in which the students merely observe others (via film, video-tape, reference to personal experiences, etc.). On the contrary, these kinds of activities can be very useful for expanding the students' understanding of criteria for selecting and implementing certain behaviors, especially behaviors which may be threatening to the student.

Regardless of the objective and nature of the activity, its value will be significantly limited if <u>evaluation</u> is not built in. While it is probable that the students will automatically make individual judgments about the appropriateness of their behavior and that of others, including their selection and implementation, it is unlikely that the quality of the judgments will be as high as when they are made collectively and with guidance. Of greater importance, without evaluation there is even potential for the activity to be detrimental. The real danger is the potential for their individual, unvocalized judgments to be incorrect or incomplete, judgments which may lead them to become <u>less</u> competent communicators. (Moore and Bailey 1980)

Oral Communications [illegible]ning Matrix

(Completed by grade level on subject area teams)

FUNCTIONS

☐ Completion Date

TYPES	Controlling	Informing	Feeling	Imagining	Ritualizing
Dyad	Obj: Competence: Activity:				
Small Group					
Medium Group					
Large Group					

Oral Communication Activities

The activities indicated are suggested as being appropriate in helping students experience the five communication functions. Creative teachers will expand this list.

	Controlling	Informing	Feeling	Imagining	Ritualizing
PRIMARY	Conversations Directions	Telephone Directions Description	Conversation Descriptions	Telephone Choral Reading Story Telling Dramatizing Play Puppetry	Telephone Greetings School Spirit Pledge of Allegiance
INTERMEDIATE	Discussion Directions Announcements Have a Conference	Give a Report Give a Review Directions Announcements Merchandise Order	Discussions Conversation Complaints Testimonial	Role Playing	Introductions School Spirit Pledge of Allegiance
SECONDARY	Conduct a Meeting Announcements Have an Interview Debate Persuasion	Give a Review Give a Report Announcements	Discussions Complaints Testimonial	Role Playing	Conduct a Meeting Introductions School Spirit

C. Grouping Students for Instruction

Generally, grouping for instruction does not appear to be as critical for oral communication as in other discreet subjects. Students will be grouped frequently because of the types of oral communication experiences they will be involved in, i.e., dyad, small group, medium group (class size), and large group. Students will experience a variety of homogeneous and heterogeneous grouping arrangements throughout the school year.

Leveled materials such as are commonly used in reading and mathematics are not used in oral communication. Instead, students are gradually provided with increasingly complex communication situations. However, as teachers plan lessons and select materials they must make allowances for differences in learning aptitudes of their students.

Moffett speaks very strongly against grouping students only homogeneously for language instruction. He says:

> "Segregating by 'ability levels' is actually designed to make feasible one lesson plan for all each day and one sequence for all each year. Crudely, it allows for variations among students by recognizing, say, two or three levels of achievement in a couple of high-priority areas. This actually thwarts individualization, since segregation drowns differences in a limited similarity and fails to *utilize* even the acknowledged differences in ability. Homogeneity, then, maintains the inefficiency of the conventional approach to classroom management and limits severely the options of teachers and students.
>
> Students of like interest or ability should sometimes group together. This is allowed for in the freedom to form any kind of subgroups -- homogeneous or otherwise -- within the total heterogeneous group. If you envision small working parties forming, breaking up when finished with an activity and reforming on some other basis for some other activity then you can see how it is possible to have the best of both worlds -- to enjoy at once the advantages of both similarity and difference. There is no reason to settle for less."
>
> (Moffett, pp. 37-8)

The following suggestions might be considered when grouping students for participation in oral communication activities:

(1) Select students for the activity whose lack of oral communication has been noted during previous similar activities.

(2) Determine the group size according to the oral communication activity.

(3) State the purpose -- objective

a. A clear and specific task statement.
b. The group goal.
c. The criteria for success as a group.
d. Specific student behaviors expected.

(4) Monitoring

a. What specific behaviors are you evaluating?
b. What evaluation technique will you or your students use?
c. How will the results be recorded and shared?

Listed below are a variety of evaluation techniques that teachers might choose to use from time to time.

CONTRACTS. A required amount of work, pre-determined by the teacher and the student. The student decides which grade he will strive for and then must complete all the criteria for that grade.

STUDENT CHECKLISTS. This is a sequential evaluative measure which the teacher uses to check the student's progress intermittently until the conclusion of a unit. Activities may be marked *commendable*, *acceptable*, *unacceptable*. (This method works best when deadlines for the tasks are given.)

SAMPLING. All questions about all facts, principles, and concepts are not asked. Rather choose a sample of these things to be used in oral questioning of the student. Try to determine from the sample how he would react to the total set of items involved in a concept. This method may be used to appraise individual performance or the effectiveness of an instructional unit.

GROUP ACTIVITIES. The teacher evaluated the mastery of material by the student's performance with other students. A point system is useful here. (Example: panels, debates, small groups)

STUDENT CONFERENCES. The teacher discusses -- in private -- the student's progress and records a narrative evaluation.

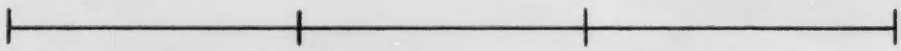
COOPERATIVE EVALUATION. Integrates *teacher and student* appraisal in judging the student's performance for his final grade.

STUDENT EVALUATION. The *student grades himself*. This method demands strict adherence to pre-determined criteria agreed upon by the teacher and the student *before* the evaluation takes place. This is especially good for projects and other psychomotor activity.

CONTINUUM. A *human continuum* may be used as a pre- and post-measurement. For example, have students form a line around the room indicating low to high interest in a given area. Hopefully, those in the low interest area will move farther up the continuum at the conclusion of the unit. (This type of continuum is helpful for encouragement of student expression of ideas, values, attitudes, interests, etc. (Example: Have students stand in a continuum representing their personalities from introvert to extrovert. These also serve as good ice-breakers and warm-up activities.)

A *line continuum* offers extremes of performance.

Ex.



Recognizes phonetic symbols with ease	Recognizes phonetic symbols with little effort	Recognizes phonetic symbols with some difficulty	Recognizes few or no phonetic symbols

INTERVIEW. Particularly valuable in determining changes taking place in attitudes, interests, appreciation, and the like.

OBSERVATION. Emotional and social adjustment is easily and validly appraised through observation of conditions in which social relationships are involved. (Nashville-Davidson County Metropolitan Public Schools 1973)

D. Placement Procedures for Transfer Students

Placement of transfer/new students in oral communication must not be ignored. At this time, however, there are no specific tests or strategies which address this problem. These techniques have as yet not been developed.

Acceptable standards must be identified by the local staff and the placement process identified (e.g., the student is given an example of an oral

communication situation and asked to provide an appropriate dialogue. The placement would be based on teacher analysis of the above situation in reference to the four communication competencies.)

The teacher will need to confer with the student as to his/her experience with the four types of oral communication situations in the five functions before expecting that student to actively participate in oral communication activities. It is suggested that information about the new student be accumulated regarding:

(1) His/her past experience with teaching strategies (e.g., lecture, small group discussion, textbook orientation).

(2) His/her adaptability to working in small groups or dyads.

(3) His/her knowledge of oral communication terminology (e.g., repertoire, controlling, dyad).

(4) His/her ability to select a wide variety of responses from his/her repertoire appropriate to oral communication functions.

E. Assessment of Student Progress

Communication competence implies a minimal level of ability, basically with respect to two characteristics: (1) meeting the minimal communicative demands of a situation and (2) exhibiting socially appropriate behavior.

Competence in other subjects is usually assessed through objective-referenced or criterion-referenced tests. The purpose of these tests is to determine whether or not you can exhibit a particular skill, demonstrate a specific ability, perform a certain task, or meet a particular demand.

Generally speaking, standardized tests do not measure competency in oral communications. They measure only one aspect of the total communication act (e.g., memory, sequence, comprehension). Oral communication should be evaluated by its appropriateness to the communication context and its effectiveness to the communication situation. After several common experiences with communication activities, students and teachers should evaluate those experiences according to the afore mentioned competencies (e.g., repertoire, selection, implementation and evaluation). The results of the activities should be recorded on a student/class record card that has been adapted and accepted by the LEA. The following models are suggestions only. These records should be available to the local basic skills directors, teachers, parents, students, and administrators.

STUDENT RECORD

Name: _____ Class: _____

		REPERTOIRE	SELECTING	IMPLEMENTING	EVALUATING
DYAD	CONTROLLING				
	INFORMING				
	FEELING				
	IMAGINING				
	RITUALIZING				
SMALL GROUP	CONTROLLING				
	INFORMING				
	FEELING				
	IMAGINING				
	RITUALIZING				
MEDIUM GROUP	CONTROLLING				
	INFORMING				
	FEELING				
	IMAGINING				
	RITUALIZING				

NOTE ANY LARGE GROUP ACTIVITY FOR THE QUARTER _____

F. Sample Record Cards

ORAL COMMUNICATION RECORD CARD

Primary

Grade _____ Teacher _____

C=Competent N=Needs More Experience	Function	Example I Student R S I E	Student R S I E	Example II Student	Student	Student
DYAD						
1. Conversation	C			4/C		
2. Telephone	I	5/N				
3. Greetings	F			1/C		
4. Introductions	Im					
5. Directions	R	2/C				
SMALL GROUP						
1. Discussion	C					
2. Choral Reading	I					
3. Role Playing	F					
4. Dramatization	Im					
5. Demonstration	R					
MEDIUM GROUP						
1. Announcements	C					
2. Story	I					
3. Dramatication	F					
4. Sharing	Im					
5. Discussion	R					
LARGE GROUP (optional at this level)						
1. Announcements	C					
2. Parent Night	I					
3. Student Council	F					
	Im					
	R					

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NATIONAL CONVENTION
November 10-13
1979
San, Antonio, Texas

AUDIO*VISUAL MATERIALS AVAILABLE FOR USE IN TEACHING LISTENING-ALL LEVELS.

	Type	Title	** At Workshop	Level	Distributor
1.	SDFS	Communication Skills: Learning to Listen and Express Yourself	**	S .H.	Center for The Humanities
2.	16mm	Listening Between the Lines	**	J.S.H.	Higgins
3.	16mm	Effective Listening	**	S.H.	McGraw-Hill
	16mm	The Power of Listening	**		
4.	16mm	Introduction to Listening -Skills		J.H.	Coronet Films
5.	T.C.	Project Listening Series	**	S.H.	Universalist/ Unitarian Ass.
6.	16mm	Listening		Primary	Churchill Films
7.	16mm	Are You Listening?		Primary	Educational Communications
8.	16mm	Listening, Speaking, & Non-Verbal		Middle	Bailey Film Associates
9.	T.C.	Dake Listening Skills (22 lessons) Series	**	S.H.	Amidon Assoc.
10.	T.C.	Alive & Listening (18 lessons)	**	J.S.H.	Dunn-Donnelly
11.	16mm	The Blame Game (interpersonal)		S.H.	Bailey Film
12.	16mm	Selling of the Pentagon (propaganda) CDS White Paper Roger Mudd		S.H.	U. of Minn A-V Extension
13.	16mm	The Ears & Hearing (physiology)		S.H	Encyclopedia Britannica
14.	16mm	Noise is Pollution, Too !!	**	S.H.	Journal Films
15.	16mm	Listen, Listen, Listen. (empathy)	**	S.H.	National Film Board of Canada
16.	SDFS	Listening: From Sound to Meaning	** Booth 41	S.H.	N.E.A.
17.	T.C.	Listening Skills Activity Pack	**	J.H.	J.Weston Welch
18.	T.C.	Complete Course In Listening Ralph Nichols		College	Dunn-Donnelly
19.	T.C.	Auditory Perception Program		K-3	Rand McNaly

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20.	T.C.	Adventures in Listening	4-6	Wilson Educational Media
21.	T.C.	Listening with a Purpose	4-6	Coronet Multi-Media Co.
22.	T.C.	Exeros Management in Action Program	Adult	Xerox Education Publications
23.		An annotated Guide to Audiovisual Aids for Teaching Listening-- Audio-Visual Instruction April, 1965-Sam Duker. Lots of Ralph Nichols original speeches on records, plus films & tapes.	**	
24.	16mm	On Listening	Business	American Management Association
25.	16mm	The Eye of the Beholder	S.H.	McGraw Hill
26.	16mm	Inner Man Steps Out	Adult	General Electric
27.	16mm	The Task of the Listener	College	Language In Action Series. Indiana Univ.
28.	16mm	Only the Beginning	College	Alfred Sloan Foundation
29.		"Teaching Listening: Recently Developed Programs and Materials" Sam Duker, Training and Development Journal, May 1970		
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APPENDIX A

Glossary of Additional Communication Terms

Affix	Prefix or suffix added to a word to alter the meaning.
Appositive	A noun phrase which is more of a synonym than a modifier. It tells what (or who) the noun phrase refers to.
Argumentation	Persuasion, reasoned discourse.
Audience	The person(s) for whom one writes.
Clarification	Absolute, non-ambiguous explanation.
Clause	A sentence part containing a subject and a verb.
Code	A set of transformations; a cluster of rules for organization and interpretation.
Complex Sentence	A sentence containing an independent clause and a dependent clause and uses a subordinate conjunction.
Composing	The on-going process of writing, including thinking, formulating, revising, proofreading, etc.
Compound Sentence	A sentence containing two or more equal clauses connected by and, but, or, etc.
Conferencing	Working with students, in an individualized or small group setting, throughout the writing process to help them evaluate, revise, and edit their own writing -- can be done through discussion or questioning.
Content	All that is contained or expressed in a writing or speech such as topics, chapters.
Convention	Agreed upon; customary practice.
Creative Writing	Personal; imaginative writing.
Cue	A stimulus that elicits response from some organism.
Declarative	A type of sentence that states a fact or opinion.
Description	Picturing in words.
Diction	Manner of expression in words; choice of words; wording.
Discourse	A formal treatment of a subject in speech or writing.

Draft	A rough or preliminary sketch of a writing.
Edit	Reading to see if meaning is clear.
Embedding	Short related sentences are combined into a compound sentence, or into a sentence in which one of the original sentences is carried over as a clause, a compound subject or predicate, a verbal phrase, a noun phrase, a prepositional phrase, an appositive, or an adjective or adverb; often used in sentence-combining problems to develop more complex sentences.
Essay	A short literary composition dealing with a single subject, usually from a personal point of view and without attempting completeness.
Essay Response	Sentence that shows a strong feeling and requiring an exclamation point.
Exclamatory	A type of sentence that signals a strong emotion: surprise, admiration, amusement, sarcasm, disgust, anger, horror, fear, etc.
Expletive	Sentence openings beginning with "There is" or "It is" rather than the real subject.
Exposition	Explanation of facts, ideas, or process.
Fantasy	Imaginative, creative writing, not factual.
Figurative Language	Any non-literal or unusual vivid use of words, similes, metaphors, etc.
Form	In writing, the arrangement of words, sentences, etc.; a way that words, phrases, sentences, and paragraphs are put together; style; distinguished from content. In grammar, any of the different appearances of a word in changes of inflection, spelling, or pronunciation (<u>am</u> is form of the word <u>be</u>).
Format	The arrangement of the paper parts, the heading, margins, numbering, etc.
Fragment	Part of a sentence often wrongly punctuated as a sentence.
Functional Writing	Writing that serves a purpose; writing to a specific audience, non-creative writing.
Genre	A kind or type: as in writing, literature, etc. -- essay, report, letter, story, poetry.

Grammar	The study of a language, its forms and operations -- see role of grammar -- what is often termed grammar may be found under the usage, sentence, paragraph, or parts of speech strand of the scope and sequence. a) Traditional -- emphasizes parts of speech and diagramming. It prescribes how the model should operate, based on the model of Latin. b) Structural -- emphasizes basic sounds and meaning units. c) Transformational -- emphasizes word units in sentence context. Like structural grammar, it describes how the language operates.
Heuristic	Used to designate a method of education in which the student is trained to find out things for him/herself; question asking process used to develop and organize writing.
Holistic Evaluation	Scoring students' work by a method that looks at the entire product rather than giving attention to the parts only.
Imperative	A sentence that commands.
Interrogative	A sentence that asks a question.
Journal	A daybook, a compendium of ideas, happenings, observations.
Kernel Sentence	A simple declarative sentence to which other elements may be attached or embedded.
Kinesics	The system and study of body movement in communication.
Linguistics	The science of a language.
Magic Writing	Scribble writing; a primary technique using wavy lines to represent words.
Mechanics	The technical part of writing, capitalization, punctuation, spelling, etc.
Morpheme	In linguistics, a minimum distinctive unit of grammar.
Movability	The reorganization of sentences by changes in the placement of movable words or groups of words within the sentence.
Narration	Telling in story form: accounting a happening.

Nonverbal Communication	The exchange of information through nonlinguistic signs.
Paralanguage	The system of "extra verbal" elements that accompany speech, including voice quality, vocal qualifiers, and vocal segregates.
Peer Evaluation	Proofreading, editing or scoring done by students prior to a paper being submitted.
Phone	In linguistics, a rudimentary vocal sound.
Phoneme	In linguistics a basic sound unit.
Phrase	A group of related words.
Point of View	The place from which, or way in which something is viewed or considered; mother's versus child's view of the situation in a story; critic's versus musician's review of the performance.
Rewriting	The invention and design phase of writing. Begin by talking, reading, sharing ideas, imitating, listening, question asking, listing, jotting, thinking audience, making choices, etc.
Primary Trait Scoring	Evaluating written work according to specific criteria, usually indicated in the directions or assignment.
Proofread	Reading to correct mechanical usage errors.
Proxemics	The system and study of behavioral patterns associated with the use of space.
Purpose	The object for which something is done or written; persuade, inform, summarize, compare, support, etc.; related to writing strategies.
Research Paper	A report based on data derived from sources other than the text, not necessarily a report with footnotes, bibliography, etc.
Rhetoric	Art or science of using words effectively, style.
Run-On	Too many ideas strung together, continued without break.
Semantics	A study dealing with the development and changes of meaning.
Sentence Combining	Embedding several thoughts into one sentence using a variety of ways to say the same thing -- see works by O'Hare and Strong.

Sentence Expansion	The enrichment of sentences by the addition of a variety of modifiers: adjectives, adverbials, appositives, etc. The student selects his/her own words, phrases and clauses and inserts them in appropriate places in the sentences. (Can be done by modification or duplication.)
Sentence Reduction	The compression of long sentences by the elimination of function words, modifiers, and repeated or redundant words.
Schematic	An analogic sign that captures relationships or structure of the referent.
Slotting	Eliciting words that will occupy the positions of key noun, verbs, predicate nouns, adjectives, adverbs, etc., in the basic (kernel) sentences. The student chooses appropriate words or synonyms from oral or sight vocabulary to fill in slots (replace existing words) at strategic places in the sentences.
Spatials	Illustrators that indicate size or relationship.
Sterotype	A fixed idea of a person, or group, held by a large group of people; a stock character such as a typical villain.
Style	A manner or mode of expression in language; way of putting thoughts into words.
Subject	That about which one writes; topic; the main theme of a composition.
Syntactic Complexity	Sophisticated sentence order and usage.
Syntax	Sentence structure; the arrangement of words into sentences; the relationship of sentences and sentence parts.
T-Unit	Minimal terminable unit; a main clause plus all its subordinate clauses and modifiers.
Text	The actual words of an author, as distinguished from notes, commentary, paraphrase, translation, etc.
Thesis	A proposition (subject or statement) to be maintained or defended in argument.
Topic	The subject of a paragraph, essay, discussion, speech, etc.; a heading as in an outline or story.

Topic Sentence	A sentence that states the subject, usually found at the beginning or end of a paragraph.
Transitional Devices	Words, phrases, or sentences that relate a preceding topic to a succeeding one or that smoothly connect parts of a piece of writing.
Usage	The way in which a word, phrase, etc., is used to express a particular idea; a customary manner of using words.
Voice	In writing, the person or agency by which something is expressed (ghost maybe voice of a dead one; newspaper maybe voice of the community); in grammar, one of the forms of a verb showing the connection between the subject and the verb (action, passive).

APPENDIX B

Suggestions for Small Group Organizations in the Classroom

This material was abstracted from a technical manual entitled Learning in the Small Group which is available from the Institute for Development of Educational Activities, P.O. Box 628, Dayton, Ohio 45419 ($2.00).

An additional resource for small group ideas is:

Approach to Small Groups
GALA Project, University of Minnesota, 1976.

The small group is not the progency of any particular program. It is a basic type of learning activity that can be utilized in any number of organizational patterns and instructional modes.

Educators too often take a simplistic view of the small, learning group's function and equate it with "student discussion." Such an oversimplification poses several dangers. First, it neglects many fruitful kinds of learning activities that seem ideally suited to the small group. Second, it tends to limit the small group's use to such disciplines as English and social studies where discussion is important. Finally, it leads some educators into making dogmatic assertions about the optimum size and nature of leadership, instead of realizing that such decisions can be made best only after the small-group function has been determined. These dangers can be avoided by viewing the small, learning group as an open-ended organizational structure adaptable for several important functions.

PRINCIPLES:

The following general guidelines apply to the successful use of most small groups:

-- The normal size of the discussion group should be from five to eight students.
-- The teacher should make certain that the chairman understands his role.
-- An attractive room environment, proper furniture, and good acoustics aid greatly in the production of better discussions.
-- The time of the discussion should be carefully planned so that the group will adjourn when interest starts to drop off.
-- Participants should be provided with basic fact sheets if the topics will be better discussed with such information available.
-- The teacher should plan a topic that will stimulate thinking and help the student realize that many right answers representing a variety of viewpoints exist.
-- Students should formulate, or be provided with, clearly defined objectives for each, small-group session.

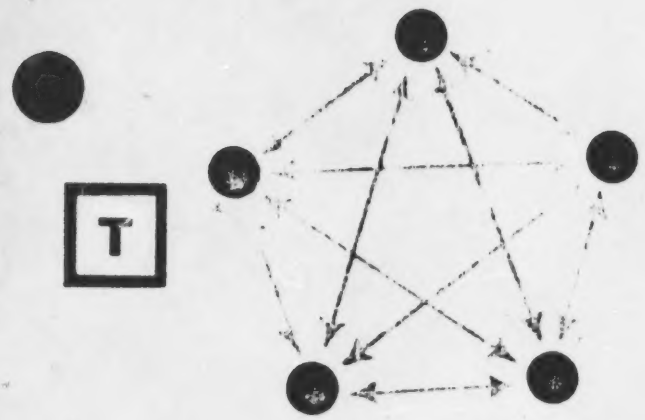
LEADERSHIP:

Small groups fall into three broad categories: teacher led, student led with a teacher present, and student led without a teacher present. The reason for this variation is because leadership is a function of purpose. The best group leader is determined by the purpose of the group.

One way of selecting the leaders is to have each student recommend to the teacher a classmate he thinks would make a good leader. The votes are counted and the students with the most votes are the leaders of the small groups. These individuals then get together and decide the composition of each small group. The teacher may aid them in this process of group selection or have them do it on their own. Once the process is completed, the leaders return to the classroom and inform the class and the teacher of their decisions.

TIME:

The length of time allotted to a single, small-group meeting and the total amount of time provided in a given week varies according to the specific technique being utilized. Most experiments suggest that 15-30 minutes is a fairly good median. If the session lasts less than 15 minutes, not enough opportunity has been given the participants to respond. Interest wanes while academic energy depreciates if the session lasts much over 45 minutes. Like all modes, this must remain largely an in-the-field decision by the teacher as he looks at the specific learning behaviors within his class. The best criterion is to stop the groups before interest dissipates. This way the students look forward to the small groups and put their best intellectual effort into them.



THE OPEN-DISCUSSION GROUP*

Objectives: This grouping encourages students to become more interested in discussion and to learn the fundamental skills of taking turns, listening attentively, and staying on the subject.

Size of Group: This technique can be effectively used with any group from two to eight.

Purpose: Participation in open discussion helps the student to clarify his point of view, solve problems, find out what others think, and re-evaluate his opinions.

The Teacher's Role: This mode should be carried out with a minimum of teacher interference and direction. The instructor is a non-directive counselor who helps create the atmosphere for self-directive learning. In order to ensure success, the teacher should take steps to make certain that the students are well prepared on the topic to be discussed and on the open-discussion process itself.

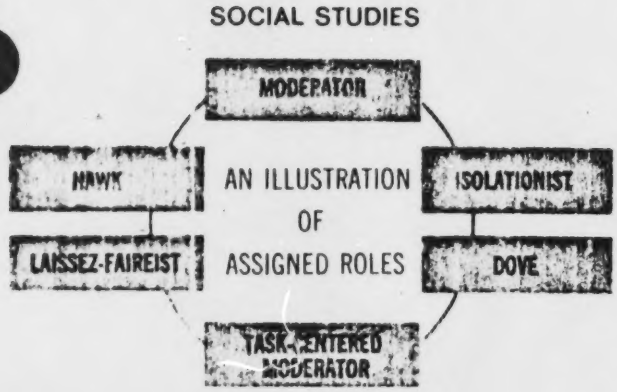
The Student's Role: The participants must ensure a discussion climate that encourages all persons to share their ideas openly and without fear of embarrassment. A good discussion leads toward a group product that is better than any individual working alone could produce. Each group leader has several important functions to perform including introducing the topic, acknowledging contributors, and keeping the discussion on the topic The leader asks questions to achieve a synthesis or consensus such as a judgment to be made, a principle to be enunciated, a solution to be tried, a policy to be established, or an application to be made. Here the leader's role shifts to that of harmonizer and synthesizer as he tries to move to a constructive level of dialogue.

Technique: Most commonly, the open-discussion group is used in conjunction with large-group sessions to introduce issues, to generate involvement among participants and to provide opportunity for the exchange of ideas. When used in this way, the open-discussion groups are, in effect, sub-groups of the larger class.

The group is presented with some subject to be discussed. This subject for discussion may be a real or fictitious issue, an opus, a quotation, a problem, or a policy. For maximum subject benefit, the teacher should assign a topic for discussion taken from the class material, a current news item, or something pertinent to the students' interest. The instructor also may provide students with a list of issues for discussion, guidance as to questions to be answered, and other directions. However, responsibility for the nature and quality of the discussion rests with the students. The leader presents information or asks questions to be sure there is agreement about the facts of the subject and the definitions to be used. The leader asks questions to elicit diverse explanations. What values are inherent? What causes can be identified? What criteria can be used? What comparisons can be made?

At this stage the leader may play "devil's advocate" by presenting analogous situations, suggesting other interpretations, challenging assumptions, or citing other possibilities. An opportunity for what might be termed "post-discussion" is provided in which the participants reflect upon and evaluate the discussion just completed. A summary of the discussion is made, preferably by one of the members of the group rather than by the leader.

*Several additional group arrangements are included in the material cited above.



THE ASSIGNED-ROLES GROUP

Objectives: This technique is designed to accommodate affective learning which often occurs when students are interacting with one another rather than with the teacher. The objectives are defined whether they be cognitive or affective. The teacher explains the activity to the students who are going to be involved in the groups, defines the purpose of the functions, and explains the associated roles and characteristics. Then students are grouped.

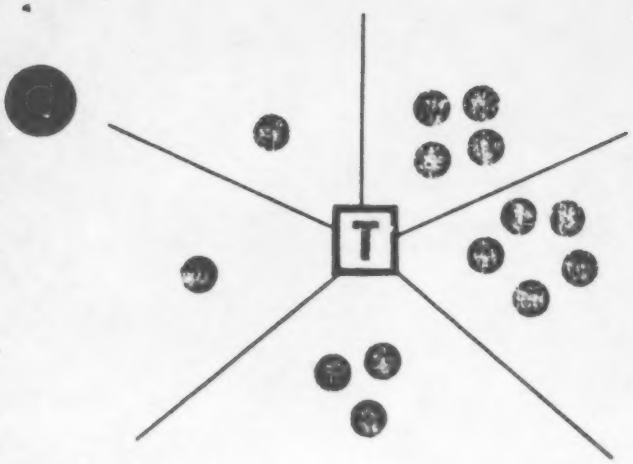
Size of Group: The most desirable size is six students.

Purpose: This situation, which focuses on maximum involvement and participation, is a valuable tool that gives each group member an underlying responsibility for representing a particular point of view.

The Teacher's Role: The teacher is a critical element in the assigned-roles group. The way he assigns roles, structures the probe, and stimulates group participants, all go to determine the effectiveness of the instruction. A tolerance for ambiguity and some insight into human behavior are also helpful, but the major requirement is that the instructor know what he is trying to do.

The Student's Role: Students are assigned specific roles with specified duties. When each group member personifies a point of view, group reaction and results are much more provocative, and students tend to become more involved in the work of the group. One individual is the moderator for the group. He is responsible for the interaction of the group members. He performs such functions as giving encouragement to the group members and reflecting his own feelings along with those of other group members. He sets the standards and norms for that particular group, keeps the channels of communication open among the members, and relieves any tensions that might arise. Another student is assigned the group-task role. This individual is responsible for accomplishing the task inherent within the probe or open-ended questions under discussion. The other roles are emerging roles. The emerging roles evolve from the intrinsic nature of the probe that is under discussion by the group.

Technique: The instructor gives the students what is called a "probe." These probe questions are designed to build in a degree of tension that stimulates the discussion. A probe is an open-ended, controversial question. It is used as the focal point for stimulating the controversy. If necessary, the students can break off if they feel it is essential for them to do individual research. If not, they can immediately go into group discussions. The group members are given a source document as the basis for discussion. One such document might be the Gulf of Tonkin Resolution. This sets the tone and provides the scene for the discussion. From this, they also get the probe. It is from this source document that the roles emerge. The teacher has to identify these roles. For example, the group illustrated in the accompanying chart is dealing with relations in an international problem situation. The roles are inherent within the nature of the probe and source document under discussion. Four of the six students in the group are assigned emerging roles, and they discuss the probe from the frame of reference of their particular role. With each new probe the student moves from role to role.



THE TASK-FLEXIBILITY GROUP

Objectives: This technique allows the students to make choices among a variety of learning activities. They also have the opportunity to candidly discuss their work with the teacher.

Size of Group: Each group varies from three to five, depending upon the activity.

Purpose: This technique simultaneously provides a multiple of learning modes for different students.

The Teacher's Role: The teacher decides what activities will be available to the students. This can be done by listing them on the chalkboard for the students to select from each morning. All equipment and resource materials must be readily available. Then the teacher moves from group to group, questioning the individuals about what they are doing and giving necessary help.

The Student's Role: Each student integrates the school's offerings into his own interests and energies according to his own abilities and drives.

Technique: The task-flexibility group is modeled after the British Infant Schools. The British Infant School uses small areas (termed "centers" in the U.S.) around the room as a technique for getting children into small, learning groups. Activities for small groups are concentrated within these centers. For example, the task-flexibility-grouped classroom will contain a science center, math center, reading center, and art center. In this modus operandi, small groups of students move from center to center in a workshop atmosphere.

The task-flexibility group differs from other groupings in that it is informal and the children group themselves largely on the basis of interest, but sometimes on the basis of their preference for working partners. This type of arrangement emphasizes the importance of adaptable rooms. In order for it to be successful, everything must be movable. In the task-flexibility-type classroom, there are no assigned desks. Instead, a number of tables for various kinds of activities are arranged around the room.

The task-flexibility group has been most highly developed for youngsters five, six, and seven years of age. This type of grouping within the classroom is referred to as family or vertical grouping because the children are nongraded and move about in line with their interests.

APPENDIX C

Exemplary Oral Communication Activities
for Content Area Teachers

Content area teachers should be encouraged to provide at least one oral communication experience each week for their students. There are many sources available which provide oral communication activities. Several will be identified below. In addition, the content area teachers can identify many opportunities for students to have oral communication experiences within their normal class routine. Science laboratory activities can facilitate growth in oral communication competencies. Small groups discussing a film while following a study guide is another helpful example. Project groups, work groups, and report groups offer additional opportunities for growth in oral communication.

The following material is from Using Student Team Learning, a nationally validated project developed at Johns Hopkins University. The authors suggest the result of their six years of research and development may be one answer to a major contemporary dilemma of schools: techniques that achieve the humanistic goals that were the focus of education in the 1960's as well as the basic skills learning goals that are now being emphasized.

Three team learning techniques have now been extensively researched and found to significantly increase student learning. They are the Jigsaw Method, Teams-Games-Tournaments, and Student Teams-Achievement Divisions.

Jigsaw. The Jigsaw Method was first investigated as a way to increase students' liking of others in integrated classes, but later research found it to have positive effects in other areas as well. In the Jigsaw, students are assigned to six-member teams. Academic material is broken down into as many parts as there are students on each team. For example, a biography might be broken into early life, first accomplishments, major setbacks, and so on. Members of the different teams who have the same section form "expert groups" and study together. Each then returns to his or her team and teaches the section to the team. Often, the students take a quiz on the entire set of material. The only way students can do well on this quiz is to pay close attention to their teammates' sections, so students are motivated to support and show interest in each others' work. In Jigsaw II, a modification of the Jigsaw method, each student reads all of the material, but focuses on a particular topic. Students discuss their topics in the "expert groups," and then teach them to their teams.

Teams-Games-Tournaments. Teams-Games-Tournaments (TGT) is the best researched of the classroom techniques that use teams. In TGT, students are assigned to four- or five-member learning teams. Each week, the teacher introduces new material in a lecture or discussion. The teams then study worksheets on the material together, and at the end of the week, team members compete in "tournaments" with members of other teams to add points to their team scores. In the tournaments, students compete on skill-exercise games with others who are comparable in past academic performance. This equal competition makes it possible for every student to have a good chance of contributing a maximum number of points to his

or her team. Teachers using this method have reported that students who were never particularly interested in school were coming in after class to get materials to take home to study, asking for special help, and becoming active in class discussions.

Student Teams-Achievement Divisions. Student Teams-Achievement Divisions (STAD) is a simple team technique in which students work in four- or five-member teams, and then take individual quizzes to make points for their team. Each student's score is compared to that of other students of similar past performance, so that in STAD, as in TGT, students of all ability levels have a good chance of earning maximum points for their teams. Thus, STAD is like TGT, except that it substitutes individual quizzes for the TGT game tournament.

Other resources for ideas about games and simulations are:

Simulation Games in Learning by S. S. Boocock and E. O. Schild, Available from Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, CA 90212.

Simulation Games for the Social Studies Classroom by W. A. Mesbitt, Published by the Foreign Policy Association (no address given).

Games and Simulation for Teaching Economics by D. R. Lewis and D. Wentworth, Available from the Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036.

It is hoped for that teachers will use materials and techniques in the content areas that will encourage and require students to be active rather than passive in learning situations.